**Student/Client Instruction Impact Project**

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**MEDT 7461 – Instructional Design**

**Dr. D. Putney, Summer 2013**

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| **School** | Inman Elementary  Fayette County Schools, GA | Hayes Elementary School  Cobb County Schools, GA |
| **Area** | Rural | Urban |
| **District Size** | 30 Schools  16 elementary schools  21,069 Students Total | 112 schools total  67 elementary schools  118,489 Students total |
| **Geographic Location** | Fayette County, GA | Cobb County, GA |
| **District Demographics** | Fall 2010-2011  8,387 Students (K-5) | Fall 2010-11  40,404 Students (K-5) |
| **School Demographics** | Fall 2010-2011  507 Students (PK-5) | Fall 2010-11  1,038 Students (PK-5) |
| **Socioeconomic Profile** | Title One School  - 47% Free/Reduced Meals  School System-Free Reduced Meals - 22% | Title 1 School  - 58% Free/Reduced Meals  School-System-Free Reduced Meals – 43% |
| **Availability of Technology** | 21st Century School:  2 Computer Instruction Labs with Smart Boards  - Classroom computers (K-5)  - LCD projectors  - CPS Responders (Student Response Systems)  - Professional Classroom Audio Amplification System  - use of web 2.0 tools and Google apps (non-chrome)  -Electronic parent communication  - Bring Your Own Technology initiated at the elementary level.  - student e-mail accounts initiated at the elementary level | Hayes Elementary houses at least one computer lab, incorporating technology as a school through:  - a media blog  - a virtual library (district-wide) – Cobb Virtual Library provides Cobb students with access to high-quality information resources that are specifically selected for their grade level  - use of web app 2.0 tools  - Google docs and calendar  - Electronic newsletter and parent communication venues  School-specific hardware is unknown however as a county, technology used in classrooms includes Classpads for teacher use, and Promethean and Smartboards with accompanying software. |
| **Subgroups**  **2010-2011** | System:  White-57%  Black-23%  Hispanic-9%  Multiracial-6%  Asian-4%  Students w/Disabilities-8%  Limited English Proficiency - 3%  Economically Disadvantaged – 22%  School:  White - 33%  Black - 46%  Hispanic - 8%  Multiracial - 6%  Asian - 7%  Students w/Disabilities - 6%  Limited English Proficiency - 5%  Early Intervention Program – 25%  Gifted – 3.6% | System:  White – 44%  Black – 31%  Hispanic – 16%  Multiracial – 3%  Asian – 5%  Students with Disabilities – 11%  Limited English Proficiency – 9%  Economically Disadvantaged – 43%  School:  White – 21.4%  Black – 35.7%  Hispanic – 42.9%  Multiracial – 0%  Asian – 0%  Students with Disabilities – 10.2%  Limited English Proficiency – 11.7%  Early Intervention Program – 13.6%  Gifted – 6% |
| **2011**  **3rd Grade CRCT Data** | CRCT (state mandated)  Reading - 99%  ELA - 96%  Math - 99%  Social Studies - 95%  Science - 91% | CRCT (state mandated)  Reading – 93%  ELA – 86%  Math – 74%  S. Studies – 66%  Science – 74% |
| ***Focus Sub-Groups*** | |  |  |  |  | | --- | --- | --- | --- | |  | **SWDs** | **ELLs** | **Econ Dis** | | ***Reading***  ***ELA***  ***Math S. Studies***  ***Science*** | Too Few Stdts | Too Few Stdts | 100  97  97  91  91 | | |  |  |  |  | | --- | --- | --- | --- | |  | **SWDs** | **ELLs** | **Econ Dis** | | ***Reading***  ***ELA***  ***Math S. Studies***  ***Science*** | 67  40  31  26  35 | 96  74  66  52  70 | 89  79  59  57  61 | |
| **Attendance**  **(Less than 6 days absent)** | |  |  |  |  | | --- | --- | --- | --- | | **All** | **SWDs** | **ELLs** | **Eco Dis** | | 55% | 43% | 46% | 52% | | |  |  |  |  | | --- | --- | --- | --- | | **All** | **SWDs** | **ELLs** | **Eco Dis** | | 53% | 54% | 55% | 48% | |
| **Student-Teacher Ratio** | 14:1  (without Paraprofessional support considered) | 13:1 |
| **Other Observations** | - Highest Performance 3 consecutive years  - AYP for 10 consecutive years  - Additional classroom support  - Small Group support | In respect to comparable:  - school population is twice the size  - significantly more students of English Language Learners  - Did not meet AYP with Academic performance with SWDs and ELLs. |
| **Various demographics and characteristics**  **(2011 report, 2013 update):** | Inman elementary has been noted as a distinguished school, which means Inman has made AYP for 3+ plus years. (As of 2013, Inman was awarded honorary recognition for meeting AYP for 10 years.)  The percentage of Students Meeting and Exceeding Standards in the current year is **93.87%**.  This percentage reflects a **Gain** over the prior year of **0.24%**.  This change was at or **above 58.96%** of the elementary schools in Georgia.  Current School goals include:  - Inclusion of Title I paraprofessionals for instructional support  - Continuation of support programs for math and reading: *Text Talk, Language for Learning, BookFlix, FasttMath, GoSolve.*  - Continued focus on parent communication and involvement through: *Parent Involvement Policy*, delineated a *School Home Compact*, and outlined *Six Types of Involvement to Reach Goals for Students, as well as Curriculum nights for parents, Diversity Week activities, and many academic-based activities parents and the community can take an active part in.*  - Increase in student writing success comparable to district performance.  - Continued monitoring of student behavior | Hayes elementary met criteria in 13 out of 15 areas / Status – Adequate Yearly Progress – Did not meet for academic performance with SWDs and ELLs (2011 Report).  The percentage of Students Meeting and Exceeding Standards in the current year is **78.71%**.  This percentage reflects a **Loss** over the prior year of **3.89%**.  This change was at or **above 17.93%** of the elementary schools in Georgia.  Current school goals include:   |  | | --- | | - Increasing family involvement  - Creating a warm and welcoming environment for families. |   - Providing opportunities for parent involvement in student academic success.  - Professional learning opportunities.  Hayes Elementary has been identified as a focus school according to the definition contained in the Elementary and Secondary Education Act (ESEA) waiver granted to the State of Georgia in February of 2012. Focus schools must offer a Flexible Learning Program (FLP) designed to increase academic achievement. The Hayes Elementary FLP program addresses the subject of math. The FLP program will provide afterschool tutoring from certified to identified students from the DCP Education, LLC (a Sylvan franchise). All of the instruction will be conducted by certified teachers. – For 120 at-risk students. |
| **Assessments to use before, during, and after instruction in both situations.** | ***Continued assessment via:***  - Continued use of computer-based skills practice programs with progress reporting for formative assessment and analyzing.  - Use of peer reviewed analysis of student work using standards-based rubrics, such as those for writing, as well as rubrics for student self-evaluation and guidance.  - Observation analysis of student behaviors and triggers for planning early response strategies in the classroom settings  -Pre- and Post- assessments, that can be formative in nature, incorporating student-centric use of technology (such as online reports/diagraming, etc.) and use of digitally-enhanced student responses and immediate feedback (such as through student responders).  - Use of analyzed work samples to identify areas of weakness for individual students success through classroom intervention and response to intervention (RTI). | ***Continued assessment via:***  - Continued use of computer-based skills practice programs with progress reporting for formative assessment and analyzing.  - Criterion-referenced district assessments in critical areas of instruction, incorporating a school team to analyze trends in performance results, for intervention consideration.  - Summative assessments for long-term intervention focus and goal-setting of critical areas of instruction  -Pre- and post- assessments, that can be formative in nature, incorporating student-centric use of technology (such as online reports/diagraming, etc.) and use of digitally-enhanced student responses and immediate feedback (such as through student responders).  - Use of analyzed work samples to identify student areas of weakness for classroom and response to intervention (RTI) in areas of school improvement. |
| **Discussion:** | The students at Inman and Hayes elementary share similar profiles of students from various backgrounds and cultures, with over twice the amount of students at Hayes than at Inman, and significantly more English Language Learners as well.  ***Hayes – Overall School Performance:***  Overall school performance indicates Adequate Yearly Progress in 13 of 15 categories. Performance on standardized testing indicates results that could improve in all subject areas, particularly in Math, and also in Science, Social Studies and in English/Language Arts. At Inman elementary, the incorporation of Title I paraprofessionals proved beneficial for student instructional support in the general education setting. On a typical day in a primary classroom, student to teacher support increased from 14:1 to 7:1, on average, an to 10:1 in an intermediate classroom. This means that students who are struggling with particular concepts/learning activities have a greater opportunity to benefit from the small-group and one-to-one support for accessing and progressing in the curriculum through formative assessment. As math is noted as a significant area requiring improvement across the school at Hayes elementary, creative scheduling and the addition of 3 to 5 math paraprofessionals for use across all grade levels for collaborative and small-group support may prove beneficial.  Additionally, in the Hayes Title I Improvement plan, the supportive strategies have been presented:   * + After school tutoring and Saturday School   + Marzano’s Nine Instructional Strategies, where students are involved in dialogue, writing, hands on activities, competition, learning groups and problem solving, as well as higher-order thinking.   + Thinking Maps   + Vocabulary Development strategies   + Daily 5 tasks: read to self, read to someone, and listen to reading, writing and word work. In Daily 5/CAFE, students learn explicit modeling, practice, reflecting and refining reading and writing skills.   + Read 180 and System 44 for Early Intervention Program (EIP) students   + Number Talk for student math computation skills   + Continued teacher Professional Development in areas needing improvement.   ***Hayes - English Language Learners (ELL):***  Three ESOL teachers are allocated, two primaries and one intermediate, for the support of this large student population at Hayes. The school’s Title I report indicated the desire to continue to encourage parent participation and involvement in student success. Since Hayes has a significant ELL population, having worked closely with the ESOL instructor at Inman elementary, parent communication is constant and critical for ELL students’ success at Inman. Many of the parents are not fluent in English and therefore incapable of supporting their students academically and making the best use of communication venues (e.g. newsletters, web-sites, e-mail) that are offered by the school. Therefore, more basic forms of communication (e.g. notes home, translated letters sent home, phone calls) have been successful in communicating effectively with parents of ELL students.  This consistent communication, whether by ESOL professionals or support staff, may prove beneficial for parent involvement and support of their child’s academic success. Also, because of the significant number of ELL students at Hayes, more collaborative support via paraprofessional support may be a beneficial use of Title I support in the general education classrooms.  ***Hayes – Students With Disabilities (SWD):***  English Language Learners and Students with Disabilities share similar characteristics in that they experience difficulty with academic progress to a greater degree than peers. According the regulatory stipulations of Title I, Title I paraprofessional support is allowed for students, such as special education students, as long as support areas are not being addressed through the child’s Individualized Education Plan as well. Therefore, if Title I paraprofessional support were instituted at Hayes elementary, ELLs’ and SWDs’ could possibly benefit from this additional support in the general education setting.  Additionally, with the significant amount of SWD’s additional consideration might be given to analyzing the effectiveness of service delivery for this population and the consideration of more inclusive collaborative support from special education instructors and/or staff, if not already considered. This, in addition to specialized resource support, may assist students in accessing the general education curriculum and the standards more resourcefully.  ***Hayes – Technology:***  With the benefit of a district-wide digital library, students have access to media through venues at home and on the go. It would be interesting to note students and parents who have access to digital media outside of the school environment to assess the possibility of maximizing the virtual library’s use as a support for SWDs, ELLs, and EIP students.  Hayes elementary has access to interactive classroom technology to maximize student engagement and exposure to current and rich standards-based media. Continuing to encourage teachers to use this technology in class instruction via professional development and grade-level teams for content and subject specific domains may assist reluctant teachers in incorporating change for technology integration. Also encouraging teachers to utilize web 2.0 tools/resources for their specific content areas in their grade-level planning may increase teacher optimism and use of technology.  ***Inman – Overall School Performance:***  Inman has met Annual Yearly Progress for the last 10 years and has been noted in the top 5% of Title one schools in the state. The students at Inman elementary have consistent support in areas of math, reading, and English/Language arts. Students participate in computer-based programs that assist with acquisition of math facts, for example, through programs such as Go-Solve and FastMath. Additional supports are offered through Read 180 and Instructional Support through the Early Intervention Program. Title 1 paraprofessional support promotes increased small-group and one-to-one instructional support. Students with disabilities reap the benefits of instructional support through resource and maximized collaborative support.  ***Inman - Writing Performance:***  An area of focus identified via the school’s Title I improvement plant included the school’s progress in writing. Based on county-wide writing assessments, students perform below other schools in the county. An initiative has been outlined to support improvement in writing skills, such as daily writing tasks and rubrics for the writing process. As an example incorporated by Hayes elementary, a more systematic implementation of focused writing improvement, such as the Daily 5, may need to be incorporated and integrated through subject content areas such as English/Language Arts, Reading Science, and Social Studies.  ***Inman – Behavioral Intervention:***  According to the current Title I report, Inman had a total of 93 office referrals, with offenses including physical aggression, inappropriate behavior, being disrespectful and disruptive behaviors. Although via student survey results, students mostly feel safe in the school environment, attention to behavior response at the classroom level may need to be incorporated. The county currently incorporates the Love and Logic model that requires the student to consider his response and future actions, aims to de-escalate potential student behavioral infarctions through early signs and responsive student support, and maintain a positive respectful relationship among teachers and students. Also, Mindset is incorporated throughout the school, with specific support professionals having training to facilitate a safe and nurturing environment for all students. Mindset training is required annually to be certified in the process and is offered through the county. Because certified Mindset professionals are not always available for immediate support before escalation begins, it may be advisable to encourage at least one teacher/professional on each grade level to become Mindset trained, as well as all support staff, in addition to continuing professional development for all staff on de-escalation strategies.  ***Inman – Technology:***  Inman is equipped with wireless Mobi devices that can be used with projectors in each classroom, as well as two computer labs, and two Smartboards. Scheduling of the use of limited technologies, such as the smart boards should incorporate optimization for use among all grade levels. Teachers should be encouraged through professional development opportunities focused on content-specific incorporation of technology to increase their use of web tools and applications most beneficial to standards and students’ instructional needs across all grade levels, which focus on multisensory learning. | |
| **Description of how the various demographics and characteristics would help determine the types of instructional activities most appropriate for each situation.** | ***Establishing Rapport:***  In any school and classroom environment, it is essential to establish relationships among professionals, students and parents who are a part of the school environment. Teachers establishing rapport with all students is essential in gaining student and parent trust and the assurance that each instructor and staff member have each student’s success at heart. This increases parent support as well in assisting with the needs of their children as progressive students in community with peers and adults.  ***Parent Involvement:***  Both schools have a significant amount of students labeled as socioeconomically disadvantaged. Historically, this population has been characterized by limited parent involvement and communicated interest in their child’s well-being and educational performance in school. Although this factor is present at Inman, surprisingly, parent involvement is significantly high across all sub-groups. However, fostering parent involvement through communication and participation, even if it is as simple as asking a parent to cut out laminated materials or send in marshmallows, can be effective in helping parents who may not have very many resources or time to feel a part of their child’s education, increasing parent belonging and optimism for involvement.  ***Teacher Expectations:***  Regardless of teacher strategies for instruction and student school-wide programs instituted for student achievement, teacher expectations of student performance and behavior can influence student success. When teachers do not expect much of students, this attitude can be reflected in student performance and gains. Having been in different school environments, I have seen the effects of teacher expectation from one school setting to the next. When teachers establish rapport with and demonstrate their trust in their students, students are more willing to take risks and rise higher when met with challenges.  ***Technology:***  From teacher-directed to student-centric, incorporating instructional technology can be improved across the nation. As we undergo a wave of technological change and incorporation, the field of education will meet with challenges and opportunities associated with engaging learners through technology. However, as teachers rise to the challenge of fostering lifelong learners utilizing technology through learning standards, our educational organizations can begin to mainstream and equip 21st century learners with the skills and tools needed for a competent and progressive society in a global market. | |

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**Additional Resources:**

<http://www.cobbk12.org/Hayes/strategic20112012.pdf> *2012-13 Haynes Elementary Title I School Wide Plan*

<http://inmaneagles.org/parent-pages/> [*2012 -2013 Title 1 School Wide Plan*](http://inmaneagles.org/wp-content/uploads/2012/11/2012Inman-Elementary-School-Wide-Plan-revised-102612.doc)